# Rhode Island Unit of Study

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| Title: |
| Overall days: |
| Discipline/Content Area Focus:  Please identify the primary content area focus for the unit of study. This will be used for searching capabilities. You should list a discipline area such as, science, or mathematics, etc. |
| Grade Level:  Please identify the primary grade level focus for the unit of study. This will be used for searching capabilities. |
| Discipline Content:  This section contains specific content and concepts that are to be learned in this unit of study.  Statements describe what students will learn related to the content and concepts.  What will students LEARN |
| Processes:  This section contains the specific processes students will use in learning the content; may be referenced from GLEs.  What will the students DO? |
| Essential Questions:  This section should list the set of essential questions students should be able to answer by the end of the unit of study. These questions should be relatively broad in nature, directly related to the unit, open-ended in nature, and represent the big ideas of the unit. |
| Written Curriculum |
| Grade Level Expectations/Grade Span Expectations:  The standards will be copied in their complete form including all numbering and strand information. The portions of the standard not being addressed will be marked with a strike through. This will provide clarity regarding exactly which part of the standard is actually being developed in the unit activities. |
| Notes, clarifications, and prerequisites regarding standards:  This section will contain an analysis of alignment of the ideas to the grade level before and after; important findings about the standards that support teachers in narrowing the idea; provide specificity where the GLEs lack specificity. These statements should be written in complete sentences and give guidance to teachers regarding content and/or processes. This section is not about instruction, paraphrasing the GLEs, or criteria.  Be specific about the standards that address the Essential Questions by building upon what the students have already learned and how it prepares them for what is to come. |
| Additional Learner Outcomes (not necessarily assessed):  Examples: 21st Century Skills, Applied Learning Skills, Technology Skills, Learner Expectations (PBGR) |
| Taught Curriculum |
| Instructional Sequence:  This section contains specific recommended pacing for the overall unit and detailed information for a specific lesson or lessons within the unit. |
| Resources and Materials:  This section will contain all of the instructional resources and materials students will need during the lesson(s) or unit.  Examples: Instructional Documents, Technology Hardware, Technology Software |
| Instructional Considerations: |
| Key Vocabulary:  This section should contain the most critical vocabulary only. This is not intended to be an exhaustive vocabulary list. |
| Differentiation Strategies (for all student learners): |
| Depth of Knowledge:  Describe (using DOK language) how these tasks require students to reach deeper levels of thinking (3 or 4 of DOK). |
| Institute for Learning (IFL) Strategies/Research Based Strategies:  Example: Accountable talk will occur as students ….or students will engage in the following Thinking Mathematics Principles... |
| Teaching Strategies:  In this section, useful and generalizable content-focused strategies should be described as they related to the specific activities for the learning expectations and accompanying sections. Notes and comments about when it might be useful to group students in pairs or groups, tips for organizing materials, and references to specific support pages in the selected resources also go here. Teachers should also address issues regarding technology integration to explain how the technology resources will be integrated into the teaching and learning in the classroom. |
| Assessed Curriculum: |
| Assessment Options |
| Embedded, Formative Assessments |
| Summative/Unit Assessments |
| Common Tasks |
| Benchmark Assessments |